

IX. School of Nursing

Officers of Instruction

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Didre Carolan-Doerflinger, Ph.D., RN, AGNP-BC (Adult Geriatric Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Patricia Connor Ballard, Ph.D., RN, ACNE-BC (Adult Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>
Jill Dombrowski, Ph.D., RN	<i>Clinical Assistant Professor</i>
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Mary Flynn, D.N.P., RN, CPNP (Pediatric Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Janet Gehring, M.S.N., RN, CPNP, CDR (Ret. U.S. Navy, Pediatric Nurse Practitioner)	<i>Clinical Instructor and Assistant Dean for Undergraduate Programs</i>
Petra Goodman, Ph.D., RN., WHNP-BC, COL, FAANP (Ret. U.S. Army, Women's Health Nurse Practitioner)	<i>Associate Professor and Assistant Dean for Research and Professional Development</i>
Elizabeth Hawkins-Walsh, Ph.D., RN, CPNP, FAANP (Pediatric Nurse Practitioner)	<i>Clinical Associate Professor and Assistant Dean for Master's Programs and Community Outreach</i>
Nalini N. Jairath, Ph.D., M.Sc.N., RN	<i>Associate Professor</i>
Joyce E. Johnson, PhD, RN, FAAN	<i>Associate Professor</i>
Marye Dorsey Kellermann, Ph.D., RN, FAANP (Adult/Geriatric Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Janet Merritt, Ph.D., RN, CNS-BC (Psychiatric/Mental Health Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>
Jeanne Moore, D.N.P., CFNP (Family Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Sandra O'Brien, Ph.D., CRNP-F, PHCNS- BC, RN (Family Nurse Practitioner, Public Health Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>
Sister Mary Elizabeth O'Brien, Ph.D., RN, FAAN	<i>Professor Emerita</i>
Mary A. Paterson, Ph.D., RN	<i>Professor Emerita</i>
Rebecca Robert, Ph.D., RN, PNP-BC, FNP-BC (Pediatric Nurse Practitioner & Family Nurse Practitioner)	<i>Assistant Professor</i>
Janet S. Selway, D.N.Sc., CANP, CPNP, FAANP (Adult/Gerontology Nurse Practitioner, Pediatric Nurse Practitioner)	<i>Assistant Professor</i>
Nancy Stefan, Ph.D., RN, CCRN, CRNP (Adult Acute Care Nurse Practitioner)	<i>Assistant Professor</i>
Jane Taylor, M.S.N., RN	<i>Clinical Instructor</i>
Jean E. Toth, Ph.D., RN (Adult Clinical Nurse Specialist)	<i>Associate Professor</i>
Teresa Walsh, Ph.D., RN, CNE	<i>Clinical Assistant Professor</i>

Adjunct Faculty

Lisa Banta, MD	<i>Adjunct Assistant Professor</i>
Allison Greenleaf, M.S.N., RN, CPNP (Pediatric Nurse Practitioner)	<i>Adjunct Assistant Professor</i>
Christine Guelcher, M.S., RN, CNPN (Pediatric Nurse Practitioner)	<i>Adjunct Assistant Professor</i>
William Howie, D.N.P., RN, CRNA (Nurse Anesthetist)	<i>Adjunct Associate Professor</i>
Timothy Mays J.D.	<i>Director for Assessment and Evaluation, Grants Manager</i>
Marisa Mize, D.N.P., RN, CCRN, CPNP-PC, AC	<i>Adjunct Assistant Professor</i>

Barbara Moran, Ph.D., MS, M.P.H., CNM, RNC, FAACE, FAANP	<i>Adjunct Assistant Professor</i>
Alice Myers, M.S.	<i>Adjunct Assistant Professor</i>
Megan Podboy, B.S., B.S.N., RN	<i>Nursing Admissions Liaison & Counselor</i>
Janet Southby, Ph.D., RN, ANC	<i>Adjunct Assistant Professor</i>
David Want, B.S.N., RN	<i>Clinical Coordinator</i>
George Zangaro, Ph.D., RN	<i>Adjunct Associate Professor</i>

Clinical Associates

Clinical Associates to the School of Nursing are appointed on a semester basis.

History

The School of Nursing traces its beginning to the summer of 1932 when The Catholic University of America for the first time offered a group of professional courses in nursing education. Because of the demand, the work was continued during the following academic year and in April 1933 the Board of Trustees authorized a curriculum leading to the degree Bachelor of Science in Nursing Education. The first degree was conferred in 1934. The Division of Nursing Education, which offered this program, was approved for active membership in the Association of Collegiate Schools of Nursing in June 1935. The Division of Public Health Nursing, offering a curriculum leading to the baccalaureate degree, was initiated in September 1935. In November 1935, the Board of Trustees accepted the recommendation of Bishop James Hugh Ryan that the two divisions be organized as one of the professional schools of the university. The programs of study leading to the degrees of Bachelor of Science in Nursing Education and Bachelor of Science in Public Health Nursing were approved. The school was subsequently expanded to include basic professional nursing in addition to the program for registered nurses. In 1939 the Providence Hospital School of Nursing, Washington, D.C., became the Providence Division of the School of Nursing Education and during the next decade gradually moved toward complete identification with the university. In 1949 the university assumed full responsibility for the undergraduate program.

In 1951 the degree of Master of Science in Nursing (M.S.N.) was introduced. The current program prepares nurses for advanced practice roles as nurse practitioners. A program leading to the degree Doctor of Nursing Science (D.N.Sc) was initiated in 1968. It was one of the first of its kind in the country and graduates hold major leadership positions in education, health care administration and research.

In the spring of 2006, the D.N.Sc. program was transitioned to a Doctor of Philosophy (Ph.D.) program. The focus of the Ph.D. program remains on clinical investigation and development of expert clinicians who can assume leadership positions in many different areas. In 2007 the school added a Doctor of Nursing Practice (D.N.P.) program that prepares expert clinicians and nursing leaders. Most recently, the school has added on-line programs for those pursuing an M.S.N. (family nurse practitioner concentration), D.N.P. or Ph.D.

The school is recognized for its program offerings, the quality of faculty and commitment to diversity and improving the care of vulnerable populations. Graduates remain the school's greatest strength because of leadership, knowledge, clinical expertise, and commitment to continuous learning and improvement.

All academic programs are fully accredited and approved by the Commission on Collegiate Nursing Education (CCNE) and other appropriate external review bodies.

Mission

Strengthened by a rich heritage of Catholic teachings and Christian values, the mission of the School of Nursing is (a) to prepare professionally educated nurses who are capable of the moral, intellectual, and professional leadership needed to provide continuing quality in clinical nursing care, in nursing education, in nursing research, and in nursing service; and, (b) to advance nursing knowledge and skill through scientific inquiry and other scholarly activity.

Goals

The four specific educational goals of the School of Nursing, as identified by the faculty, are:

1. Educational programs are implemented to meet the missions of the University, the School of Nursing and the standards set by the profession and societal needs.
2. The climate and environment in the School of Nursing facilitates faculty and student research and scholarly activities.
3. A competitive market position is maintained to enroll a sufficient number of qualified students of diverse backgrounds to support the excellence of the educational programs.
4. Contributions to the health care of people are made through an emphasis on Christian, moral, and spiritual value systems within the context of Catholic teachings

Bachelor of Science in Nursing Program

Aim

The aim of the baccalaureate program is to prepare students for beginning professional nursing practice. The program provides the general and professional education essential for understanding human beings, their culture, and their environment; for acquiring and utilizing nursing theory upon which nursing practice is based; and for promoting self-understanding, personal fulfillment, and motivation for continued learning. The graduates of this program are prepared to maintain and promote client adaptation in a variety of health care settings, through theory and utilization of the nursing process.

Terminal Objectives

The graduate of the baccalaureate program in nursing will:

1. Demonstrate moral integrity in caring for all persons.
2. Synthesize foundational and theoretical knowledge from religion, philosophy, the humanities, and the natural and behavioral sciences in their practice of nursing.
3. Integrate the principles of primary health care in the delivery of compassionate, technically competent, holistic nursing care.
4. Demonstrate knowledge of the context in which professional nurses practice, including the biobehavioral, cultural, political, environmental, economic, ethical, legal, scientific, and spiritual dimensions.
5. Demonstrate effective skills in communicating and collaborating with clients, health care providers, and members of the community.
6. Demonstrate use of critical thinking skills in making informed judgments in the management of health for individuals, families, groups, and communities.
7. Apply leadership principles in practice settings, to influence and educate others in providing health care.
8. Reflect a commitment to self-development and the advancement of the profession of nursing through participation in educational, community, and organizational activities.
9. Use the nursing process to promote and restore health, and prevent illness in individuals, families, groups and communities, including vulnerable populations.
10. Evaluate research findings for application to professional nursing practice.
11. Employ information management, information technology systems and patient care technology supports to improve quality of care and decision- making.

Program of Study

There are two main Bachelor of Science in Nursing (B.S.N.) program options: (a) the traditional program option, and (b) the second degree program option. These options differ in terms of the admission requirements.

Traditional Program Option

The traditional program, or curriculum plan, is designed for the beginning nursing student; high school graduates or students with limited college transfer credit (12 credits maximum). The School of Nursing Web site (nursing.cua.edu) contains the newest and most complete information on plans of study and nursing coursework.

Admission Requirements

In addition to the university's general admissions requirements, high school courses in biology and chemistry are required. Submission of SAT or ACT scores is optional. Admission to nursing exploratory program is competitive. Undergraduate admissions to the School of Nursing are coordinated by the Office of Undergraduate Admissions. Students during their first two years at CUA are enrolled in nursing exploratory, under the auspices of the School of Arts and Sciences and nursing exploratory students are advised by the Central Advising Center. Matriculation into the School of Nursing occurs after sophomore year, when students have completed 60 undergraduate credits of specifically defined coursework, and taken a required entrance exam. Full details on matriculating from nursing exploratory to upper division B.S.N. courses are contained on the school's website: nursing.cua.edu. A student is eligible for admission into the CUA School of Nursing from the School of Arts and Sciences after meeting the following requirements:

1. A student must obtain and maintain a minimum cumulative grade point average (GPA) of 3.0 or higher. Students must pass required pre- or co- requisites to progress to the next level (i.e., 100-200-300-level courses).
2. Before a student in the traditional B.S.N. program can enroll in junior level nursing courses, a minimum 2.75 cumulative GPA is required in the following basic natural science courses : chemistry, anatomy and physiology (I & II), and

microbiology. A science GPA calculator is available on the School of Nursing Home Page at: <http://nursing.cua.edu/gpa.cfm>.

3. Students must attempt each science course (A&P I, A&P II, Chemistry with lab, Microbiology) at CUA. An attempt is defined as enrollment in a class with the following indication on a transcript (a) Course Grade (b) Incomplete = I (c) Withdrawal = W
4. Students may raise this cumulative science GPA by repeating a maximum of one basic science courses, typically the course in which the lowest grade was obtained. In repeating a science course to increase the science GPA, the priority course for remediation is the course where the grade is the lowest. **Students may only repeat one science course out of the required 4 science courses (A&P I, A&P II, Chemistry with lab, Microbiology).** A repeated science course must be pre-approved by the appropriate department & the Coordinator of Transfer Evaluations in the School of Arts and Sciences.
5. Successful completion of the HESI Nursing Entrance Exam during the sophomore year, with a minimum composite score of 75% and 75% or higher on the science, English and math composite scores.
6. Students must complete the 60 credits outlined in the CUA-SON Announcements before transfer is authorized.
7. The policy on the Nursing Exploratory Good Academic Standing criteria can be viewed at the Central Advising Web Site.

Requirements for the Bachelor of Science in Nursing Degree (Traditional Program Option)

During the first two years of study at CUA in the School of Arts and Sciences, students are advised by the central advising center and the School of Nursing's nursing liaison. Those students who meet requirements for admission into the upper division of the school will be assigned a nursing faculty adviser who is available for consultation on academic matters. The complete program consists of 120 credits that are articulated below. The program course plan requirements may be modified in instances of individual academic program progression issues, which may be limited and are authorized by The School of Nursing and the School of Arts and Science.

Advance Placement course credits for courses taken in High School are evaluated by the School of Arts and Sciences for potential transfer as CUA college credit.

Natural Science and Math - 18 credits

Chemistry (inorganic and organic chemistry content)	4 credits
Human anatomy and physiology	8 credits
Microbiology	3 credits
Statistics	3 credits

English-3 credits: All students are required to take one English writing course. The particular course is grounded on the English placement criteria at the time of admission to the university. English 101 is part of the first year experience and the freshman learning communities (LC).

Philosophy-6 credits: All students are required to take Philosophy 201 and 202, both of which are a part of the first year experience and learning communities (LC).

Religion-9 credits (6 credits while in A&S): Of the three required religion courses, the first must be TRS 201, "Faith Seeking Understanding", a learning community course (LC). The second Theology course can be any 200 or 300 sequence of courses in the School of Theology. The third required theology course is a biomedical ethics course; either Theology 333 or Philosophy 303 (*this course is taken after matriculating into the School of Nursing; junior year). Bioethics must be taken at CUA and is **not transferable** from another university.

All students are required to take the following coursework before matriculating into the School of Nursing:

Humanities/Liberal Studies - 18 credits

Psychology	3 credits
Human Growth and Development	3 credits
Electives	12 credits

Required Nursing exploratory courses (before matriculation into the upper division of the School of Nursing)

Introduction to Health Systems and Professions	3
Population Health	3

Health and Wellness across the Lifespan	3
Nutrition	3
Total number of credits in A&S	60

Upper Division Courses (required after acceptance into the School of Nursing)

Health Assessment	4
Pathophysiology	3
Pharmacology	3
Community and Environmental Nursing Lecture and Clinical Applications	3 (1/2)
Fundamental Applications	4
Mental Health Nursing (Lecture & Clinical)	5 (3/2)
Adults in Health and Illness I (Lecture & Clinical)	5 (3/2)
Adults in Health and Illness II (Lecture & Clinical)	5 (3/2)
Women in Health and Illness (Lecture and Clinical)	5 (3/2)
Children in Health and Illness (Lecture & Clinical)	5 (3/2)
Adults in Health and Illness III (Lecture & Clinical)	4 (2/2)
Management of Health Care Delivery	2
Transition to Professional Practice	2
Strategies for Professional Practice	2
Evidence Based Care/Health Informatics	2
Nursing Research	3
(Optional - Practicum in Complex Nursing)	(2)
Total number of credits in Nursing	60

Course descriptions are available on the Web at <http://nursing.cua.edu/courses/courses.cfm>.

The number of hours of meeting/contact time per week is determined by the type of nursing course and credits and does not include out of class study time or work on out of class assignments. P/F indicates the course is graded with either Pass or Fail. The following ratios are used:

Didactic Course 1 credit=1 hour/week
 Clinical/Lab Course 1 credit= 3 hours/week

NURS	Title (credit hours)
151	Introduction to Health Systems & Professions (3) *
256	Population Health (3) *
254A	Health and Wellness across the Lifespan (3) *
257	Nutrition and Health (3) *
258	Health Assessment (4)
309	Fundamental Applications (4)
275L	Adults in Health and Illness I : Lecture (3)
275C	Adults in Health and Illness I :Clinical (2) P/F
371	Pathophysiology (3)
370	Community & Environmental Nursing Lecture (2)
372	Community & Environmental Nursing Clinical Applications (1)

310	Pharmacology (3)
375	Mental Health Nursing Lecture (3)
377	Mental Health Nursing Clinical Applications (2) P/F
376L	Adults in Health and Illness Intermediate II : Lecture (3)
376C	Adults in Health and Illness Intermediate II : Clinical (2) P/F
378	Health Informatics (2)
403	Introduction to Nursing Research (3)
420	Child and Adolescent Health and Illness Lecture (3)
421	Child and Adolescent Health and Illness Clinical Applications (2) P/F
423	Women in Health and Illness Lecture (3)
428	Women in Health and Illness Clinical Applications (2) P/F
424	Management of Health Care Delivery (2)
430L/430C	Adults in Health and Illness Lecture & Clinical Leadership (4 - 2/2) Graded & P/F
427	Transition to Professional Practice (2)
481A	Practicum in Complex Nursing (2) - OPTIONAL
469	Spirituality and Care of the Sick (3)
480	Strategies for Professional Practice (2)

Note: All * courses are taken during the first 2 years of study under the management of Arts and Sciences

Traditional Curriculum Plan

Freshman - Year 1

Course #	Title	Fall Credits	Spring Credits
Biol 232	Anatomy & Physiology I Lecture and Lab	4	
Eng 101 (LC)	Rhetoric English Composition	3	
Phil 201 (LC)	The Classical Mind: The Origin and Growth of Western Philosophy	3	
	Track "a"		
*Nurs 151	Introduction to Health Systems and Professions	3	X
*Elective	Elective	3	3
	Track "b"		
*Nurs 151	Introduction to Health Systems and Professions	X	3
*Elective	Elective	6	
Biol 223 OR Chem 109/119	Microbiology Lecture and Lab OR Organic and Biochemistry for Allied Health Lecture and Lab		3 or 4
Biol 233	Anatomy & Physiology II Lecture and Lab		4
Phil 202 (LC)	The Modern Mind: Philosophy from Descartes to the Present		3
TRS 201 (LC)	Faith Seeking Understanding		3
	TOTAL	16	16 or 17

Sophomore - Year 2

Course #	Title	Fall Credits	Spring Credits
Biol 223 OR Chem 109/119	Microbiology Lecture and Lab OR Organic and Biochemistry for Allied Health Lecture and Lab	3 or 4	
*Psy 201	General Psychology	3	
*Math 114	Statistics	3	
TRS 2XX, 3XX	Religion Elective	3	
Elective or Psy379 or Edu261	Elective or Growth & Development	3	
Nurs 256	Population Health		3
Nurs 254A	Health and Wellness across the Lifespan		3
Nurs 257	Nutrition		3
Psy379 or Edu261 or Elective	Growth & Development or Elective		3
Elective	Elective		3
TOTAL		15 or 16	15

*Among these times, a student must take Nurs151, Psy201, Math 114 and three (3) electives which can include a foreign language. Psy201 is a pre-requisite for Psy379. LC=Learning Communities

** = Matriculation into Nursing at Year 3 contingent upon meeting SON metrics as noted in CUA announcements

Junior – Year 3

Course #	Title	Fall Credits	Spring Credits
Nurs 258	Health Assessment	4	
Nurs 371	Pathophysiology	3	
Nurs 309	Fundamental Applications	4	
Nurs 373/374 OR Nurs 375/377	Community Health Lecture & Clinical OR Mental Health Nursing Lecture & Clinical	3 or 5	
Nurs 310	Pharmacology		3
TRS 333 OR PHIL 303	Biomedical Ethics		3
Nurs 275 L/C	Adults in Health and Illness I Lecture & Clinical		5
Nurs 373/374 OR Nurs 375/377	Community Health Lecture & Clinical OR Mental Health Nursing Lecture & Clinical		3 or 5
TOTAL		14 or 16	14 or 16

Senior – Year 4

Course #	Title	Fall Credits	Spring Credits
Nurs 420/421 OR Nurs 423/428	Child and Adolescent Lecture & Clinical OR Women's Health Lecture & Clinical	5	
Nurs 376 L/C	Adults in Health and Illness II Lecture & Clinical	5	
Nurs 403	Nursing Research	3	
Nurs 427	Transitions to Professional Nursing	2	

Nurs 420/421 OR Nurs 423/428	Child and Adolescent Lecture & Clinical OR Women's Health Lecture & Clinical		5
Nurs 430L/C†	Adults in Health and Illness III Lecture & Clinical		4 (2/2)
Nurs 480	Strategies for Professional Practice		2
Nurs 424	Leadership/Management of Health		2
Nurs 378	Nursing Informatics		2
NURS 481A†	Nursing Practicum		(2)
TOTAL		15	15

** = Matriculation into Nursing during Year 3 contingent upon SON metrics as noted in CUA announcements

Please note: Program plan subject to slight modifications as of date noted below

12 credits or more is considered full time

† = Nurs481A can substitute for Nurs430C for spring only

Electives

All undergraduate nursing students in the 4 year plan BSN program must take 9 credits of electives. The requirements for these electives is consistent with the School of Arts and Sciences. Please see specific school announcements for particular degree requirements.

Second Degree Program Option

The second degree program option is a four semester sequence that leads to a B.S.N. degree. It is available to students who already possessing a baccalaureate or higher degree in the liberal arts or sciences completing the required pre-requisite and taking the required an entrance exam. Because the second degree program depends upon a specific time sequence, unsuccessful performance in any nursing course (a grade of "W" or less than "C") will typically extend the length of time needed to complete the program.

Admission Requirements for Second Degree Program

Admission requirements is based upon the following:

- A baccalaureate or higher degree earned within the past 10 years, with a cumulative grade point average of 3.0 or greater.
- An official transcript which reflects courses in human anatomy and physiology, microbiology, chemistry (with organic chemistry content), statistics, nutrition, human growth and development and humanities. Please refer to the School of Nursing home web page for more information.
- An average grade point average of 2.75 is required for anatomy and physiology, microbiology, and chemistry.
- A total composite entrance A2 HESI score average of 75% or higher within the past 6 months prior to dated application with 75% or higher on the science, English and math composite scores Student have only one attempt per one year application period.
- Applicants are encouraged to obtain professional letters of recommendation from persons familiar with the applicant's academic ability and professional performance on official letter head with signature. All applications are reviewed on an individual case by case basis. Please consult the School of Nursing for specific prerequisite course requirements.

Acceptance into the second degree program option is not based solely on GPA, entrance HESI score or the number of transfer credits, but also on evaluation of the applicant's goal statement and references. Interviews may be requested by the School of Nursing.

Transfer Credits into the School of Nursing

All Nursing courses (courses starting with the prefix NURS), in both the traditional and the second degree programs, must be taken in the School of Nursing, with the exception that the School of Nursing will evaluate the transfer of Nutrition (on-line courses will be considered). All Arts and Science courses are evaluated by the Coordinator for Transfer Evaluation in Arts and Sciences. Nutrition courses are evaluated by the Undergraduate Office in the School of Nursing. Transfer courses MUST be evaluated for comparability to CUA courses PRIOR to a student registering for such courses.

The School of Nursing follows the University Transfer Policy. See CUA policy link <http://policies.cua.edu/academicundergrad/transfereofcredit.cfm>

National standards for online education are used to determine if an on-line course is comparable to a CUA course. Individual Schools have established limits on the numbers of on-line courses which are transferrable. General undergraduate degree requirement policies are available on-line at <http://policies.cua.edu/academicundergrad/acregsfull.cfm#XI>.

The maximum number of courses that are allowed for transfer in a summer session is limited to two (2) per year, only one of which may be a science course taken for remediation purposes. Specially, only one science course can be remediated over the summer. Students cannot take courses off campus while enrolled in classes at The Catholic University of America. A maximum of eight (8) courses can be transferred into the School of Nursing after enrollment.

Nursing students who are repeating science courses to increase and maintain the minimum standard Science GPA are governed by the following rules regarding cumulative GPA calculation:

When repeating a required course where the grade was F, if the course is offered at CUA and it is retaken at CUA, the higher grade obtained in the course will be calculated into the cumulative GPA. When repeating a required science course at CUA, where the original grade was a C- or higher, the cumulative GPA will not be adjusted to include the new grade in calculations.

When repeating a required science course at another University (during a time period when it is not available at CUA, i.e.. summer session), the following will apply. The appropriate department evaluation and approval must occur thru the Transfer Coordinator in Arts and Sciences' and the School of Nursing must also authorize retaking the course prior to the student's enrollment in that course. Once the course is completed, the grade obtained in the course will be used to evaluate whether the minimum standard science GPA required in the curriculum has been achieved. Grade calculations for courses taken off site that are traditionally offered at CUA (but limited due to time constraints) will not be used in the calculation of the cumulative GPA on CUA official transcripts.

International Students

Baccalaureate nursing programs have intensive academic requirements and a heavy practice component. They require proficiency in written and spoken English and familiarity with the educational system in the United States, particularly in terms of teaching and testing methods. In addition, a broad background in liberal studies and the humanities is necessary to develop the critical thinking and problem-solving skills required to function as a professional nurse in the health care system in the United States.

Admission into the School of Nursing, subsequent course load, and length of program will be determined based on a review of the transcript evaluation, TOEFL score, and an English placement examination. Enrollment in intensive English courses may be necessary to progress in the nursing program.

Requesting a transcript evaluation from an approved educational evaluation service is the responsibility of the student and this evaluation must be submitted directly to the Office of Admissions by the transcript evaluation service. It must include an English translation and a course-by-course evaluation, as well as credential evaluation.

All students for whom English is a second language must complete the English placement examination offered by the university regardless of the completion of English courses at other institutions. Recommendations based on the English placement examination must be satisfied for progression into the nursing program.

Curriculum Plan

Year 1

		Fall Semester	Spring Semester
Course #	Course Title	Credits	Credits
Nurs 258	Health Assessment	4	
Nurs 371	Pathophysiology	3	
Nurs 309	Fundamental Applications	4	
Nurs 370/372 OR Nurs 375/377	Community Health Lecture & Clinical OR Mental Health Nursing Lecture & Clinical	3 or 5	
Nurs 310	Pharmacology		3
TRS 333 OR PHIL 303	Biomedical Ethics		3
Nurs 275 L/C	Adults in Health and Illness I Lecture & Clinical		5
Nurs 373/374 OR Nurs 375/377	Community Health Lecture & Clinical OR Mental Health Nursing Lecture & Clinical		3 or 5
Total credits		14 or 16	14 or 16

Year 2

		Fall Semester	Spring Semester
Course #	Course Title	Credits	Credits

Nurs 420/421 OR Nurs 423/428	Child and Adolescent Lecture & Clinical OR Women's Health Lecture & Clinical	5	
Nurs 376 L/C	Adults in Health and Illness II Lecture & Clinical	5	
Nurs 403	Nursing Research	3	
Nurs 427	Transitions to Professional Nursing	2	
Nurs 420/421 OR Nurs 423/428	Child and Adolescent Lecture & Clinical OR Women's Health Lecture & Clinical		5
Nurs 430 L/C [†]	Adults in Health and Illness III Lecture & Clinical		4 (2/2)
Nurs 480	Strategies for Professional Practice		2
Nurs 424	Leadership/Management of Health		2
Nurs 378	Nursing Informatics		2
Nurs 481A [†]	Nursing Practicum		(2)
Total credits		15	15

[†] Nurs481A can substitute for Nurs426 for Spring 2017 only

Second Degree students must successfully complete at least 60 credit hours at CUA to graduate with a CUA diploma. 12 credits or more is considered full time.

Academic Minors

A number of nursing students elect to pursue an academic minor. Students should refer to the individual school or department offering the minor for specific program requirements. Students should speak with their advisor before pursuing an academic minor.

University Honors Program

Nursing students are eligible to apply to several of the honors programs housed within the university. Interested students may find additional honors program information at: <http://honors.cua.edu/>.

Policies and Regulations

These policies and regulations apply to all students enrolled in the B.S.N. program, which includes the Traditional Program and the Second Degree Program.

Grading and Progression Policies

Once a student has been obtained the requisites for transfer into the School of Nursing, the following standards are required:

1. A minimum grade of C (73.00) is required in all nursing courses (i.e., 73.00 or higher is passing). The SON does not allow rounding of final course grades. Please refer to the course syllabus for specific details.
2. A student may repeat only one nursing "clinical/performance" course in which a grade of F was earned and must pass that course on the second attempt. A satisfactory clinical/performance evaluation is necessary to pass clinical/performance courses.
3. Two failures in any course with an NURS prefix will result in dismissal. Failure in a (Nursing) course with a NURS prefix is defined as obtaining a grade that is a C- or below.
4. Required courses in the nursing major (beginning with the prefix NURS) may be repeated only once, including withdrawal and audit.
5. A student in the traditional and second-degree B.S.N. programs must be successful in their first attempt of all nursing courses in order to meet the specified time sequence.

Essential Criteria for Progression in the Baccalaureate Nursing Program

Baccalaureate nursing students are expected to demonstrate beginning level cognitive and psychomotor skills in early courses and increasing competence as they progress through the program. The clinical evaluation tool specifies these performance expectations.

Standardized testing

During the course of undergraduate study, the School of Nursing requires completion of nationally normed diagnostic and evaluative standardized tests. Congruent with most nursing schools in the U.S., these tests are required in virtually every nursing course and comprise a significant portion of the course grade. Additionally, all BSN students are required to achieve a passing score on a comprehensive diagnostic exam to assess student readiness to enter professional nursing practice and to take the nursing licensure examination (NCLEX). The School of Nursing may require students scoring below a certain percentile to successfully complete additional remediation and retesting as a condition of program entry, course completion, graduation or as a condition of endorsement for the NCLEX licensure examination. Students will be given complete testing information, including study and review information, prior to any scheduled test.

To succeed in the nursing program, students must be able to complete online tests successfully. In some cases, students who lack the ability to accurately demonstrate required skills on standardized tests may be referred to disability support services (DSS) at the

Catholic University of America. It is strongly recommended that students either with diagnosed disabilities or suspect they have a disability identify themselves early on in the process and work with the nursing program and Disability Support Services to ensure that they receive appropriate accommodations.

Academic Honesty

1. Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication. The following sanctions are presented in the university procedure related to Student Academic Dishonest (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>). Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals.
2. Due to HIPPA policies:
 - a. No social media postings including photographs may be taken anywhere in the clinical facilities
 - b. Patient information is not to be taken from the facility (i.e., report sheets with patients names)
 - c. If either of these events occurs, the student will fail the clinical course.

Policies Concerning Probation and Dismissal from the School of Nursing

A 2.0 minimum GPA must be achieved each academic semester and a 2.0 cumulative GPA must be maintained. Any student who fails to achieve at least a 2.1 GPA at the end of any academic semester or whose cumulative GPA falls below 2.0 will be placed on academic probation. A student on academic probation is allowed to register for no more than 14 hours per semester and may not progress in nursing clinical courses. Participation in any extracurricular activities, such as student government or intercollegiate athletics, will be reviewed and may be restricted.

A student on probation may not graduate from the School of Nursing until she/he has achieved a 2.0 cumulative GPA. Students placed on probation may be required to attend study skills and test-taking skills workshops prior to removal from probation.

The following are grounds for academic dismissal from the School of Nursing:

1. Failure to achieve a 2.0 cumulative GPA after one semester on probationary status.
2. Failure in two or more credit bearing courses in any given semester.
3. A cumulative GPA of less than 1.5 at the end of any academic year.
4. Inability to attain a grade of C (2.0) or higher in a nursing course following two attempts in such nursing course.
5. Failure in any two attempts in any of the nursing courses (Nursing courses have the prefix NURS; failure in a nursing course is considered a below 2.0 or a grade of C; an attempt is defined as an award of a course grade, a withdrawal from a course "W", or an incomplete "I" posted on a student's transcript).
6. Violation of any The School of Nursing Student Responsibility Policies published below (see Undergraduate Announcements regarding criminal background checks, candor, health history and past criminal history) results in immediate dismissal. Additional school policies are noted in the CUA SON Undergraduate Student Handbook.

The School of Nursing administrative group monitors student progress and makes decisions concerning probation, procedures, academic dismissal, and subsequent appeals. Appeals policies are located centrally at: <http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm>.

Students dismissed from the School of Nursing may request and be considered for retention at the university if they satisfy minimum university requirements and if they are accepted by another School for internal transfer.

School of Nursing Student Responsibility Policies

Eligibility Requirements for Placement in Clinical Settings

Pre-registration: Pre-registration is required for clinical courses in order to ensure guaranteed course enrollment. Students who do not pre-register by the last day of class in the semester previous to the planned clinical course will be placed on a waiting list and are not guaranteed admission to the course.

Criminal Behavior and Background Check Policy: Background checks are required prior to entering clinical coursework for students in the undergraduate program and may be required as the student progresses in their program of study.

Criminal background checks are mandatory for all undergraduate nursing students prior to the start of their clinical coursework. The SON and clinical agencies reserve the right to review the results of the criminal background check and to deny placement in a clinical setting on the basis of these results.

Evidence of past or present criminal behavior identified through the background check or through other documented evidence of criminal behavior may lead to administrative sanctions, up to and including dismissal from the School of Nursing. The procedures for conducting criminal background checks are provided to students through the Office of the Dean.

Following admission to the School of Nursing, students will have a continuing duty to disclose any activities which involve criminal behavior, including any arrests or citations for criminal violations, regardless of whether or how they are adjudicated, until the date of their graduation. Failure to disclose any such activity during this time period may result in dismissal.

Health and Basic Life Support Requirements: Students must submit a History & Physical Evaluation Form, along with documentation of current immunizations prior to commencement of the semester a student is enrolled in any clinical class. Students who fail to meet this requirement may be denied clinical placement for that semester.

All students are required to submit:

- 9 panel urine drug screen (THC, Cocaine, PCP, Opiates, Methamphetamine, Methadone, Amphetamines, Barbiturate, Benzodiazepines) before commencing clinical rotations.
- Annual, documentation of PPD status
- Annual updated certificate of current health.
- Current CPR that is administered by the American Red Cross or American Heart Association for 2 man rescue and for child and infant rescue. **Internet CPR certification is not acceptable.**

All students must report to the Assistant Dean for Undergraduate Programs, immediately in writing, any changes in health status which impact their safety, the safety of patients or those whom the student encounters, or which significantly affects their progression in the program.

Students are expected to comply with all agency requirements for placement in the clinical setting, which may include influenza immunizations.

Failure to comply with these requirements may result in withdrawal from clinical courses, with resultant effect upon progression in the program.

Treatment of Information Regarding Health History and Past Criminal History

As a condition of placement in the clinical setting, the SON reserves the right to require that students sign a waiver allowing the SON to release pertinent health or background information to the supervising faculty member or clinical associates and to the clinical placement site if any of the following conditions exist: (a) removal from prior clinical placements due to behavior or health concerns, (b) past health history suggesting elevated risk for substance abuse, (c) a past or chronic health condition or an acute exacerbation that may affect the student's ability to provide safe care, (d) a non-academically based disciplinary action by the SON or the University or (e) any criminal convictions that may compromise the student's eligibility to work at a particular clinical placement site.

Clinical Standards for Admission, Academic Progression, and Graduation

By accepting admission and enrolling in the School of Nursing, the student certifies that he/she understands, meets at the time of admission, and continues to meet the essential eligibility requirements for clinical placement. These requirements pertain to (a) candor, (b) health-related behavioral standards, and (c) eligibility for placement in clinical settings. Additionally, students have an ongoing duty to disclose to SON any arrests or citations for any offenses including traffic offenses involving possible use of alcohol or drugs, or any arrest, citation, or conviction for any other non-traffic offenses, regardless of how any court or municipality disposes of the allegation.

Candor

Candor is defined as full disclosure of pertinent information as well as correction of inaccuracies or misperceptions. All students must complete a health clearance form which requires disclosure of any health conditions which may affect the student's ability to enter clinical settings or the ability of the School to secure clinical placements.

Students in nursing programs with a clinical component are required to submit to a criminal background check and to fully disclose relevant health history that may impact their health or safety in a clinical setting, or the health or safety of those around them. This may include, but is not limited to, any history of chemical dependency/substance use (i.e., alcohol, drugs, and controlled substances).

Whether or not they represent a current threat to practice, disciplinary action or dismissal from the School of Nursing may result from failing to fully disclose relevant health history, criminal background and/or falsification or material omission of information. The student's duty to disclose the aforementioned information remains throughout the student's enrollment in the School of Nursing.

Health-Related Behavioral Standards

In accordance with the law and University policies, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in The Catholic University of America programs or activities. The SON, in accord with University policy, will provide reasonable accommodation to a qualified individual with a disability. To obtain accommodations, an individual must request them from the University Office of Disability Services.

Admission and continuation in SON programs is contingent on general abilities, behavioral and social attributes, and the ability to professionally manage stressful situations. The required behavioral attributes are outlined below:

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement all of which are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting as well. This requires verbal abilities, control of non-verbal behaviors which limit communication and the ability to respond to non-verbal cues from patients, fellow students, and instructors.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with satisfactory and safe performance in the clinical and classroom settings including performing CPR if necessary.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Comfort with and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively under stressful situations which may occur in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

Unsafe Practice: Unsafe practice is defined as behavior which threatens, or has the potential to threaten, the safety of a client, a family member, another student, a faculty member, or other health care provider in the clinical placement.

Students are not allowed to practice in a clinical setting without the knowledge or supervision of a faculty member.

Students who exhibit potentially unsafe practice during a clinical experience may be immediately withdrawn from the clinical setting. This decision may be made by the clinical faculty or at the request of the clinical agency.

Students who are at risk for unsafe practice may also be prevented from attending their clinical practicum or experience, until the unsafe practice concern has been investigated and satisfactorily resolved.

If the concern cannot be resolved, the student may be subject to additional administrative sanctions and may be subject to administrative dismissal from the program and the SON.

Students who exhibit any potentially unsafe practice during a clinical, laboratory or academic setting may be subject to drug and alcohol testing with the concurrence of the Assistant Dean or Dean. Students failing to comply with the request may be disciplined or dismissed. Students who test positive for any non-prescribed medications or substances will be disciplined and / or dismissed.

The student has the right to follow the published University policies and procedures in the event of course failure or program dismissal as posted on www.cua.edu

Eligibility of Clinical Placements

In the event that an agency declines to accept a student for clinical placement because of specific student behaviors, the SON will make a reasonable good faith attempt to place the student in a different setting. If the SON is unable obtain a clinical placement for the student because of specific student behaviors which violate agency policy, the student may be administratively withdrawn from the SON.

Attendance

1. Attendance at clinical is mandatory. Students should notify their clinical faculty (who will notify the course coordinator) he/she is ill. *If a student misses two or more clinical days, the student will fail the course.*
2. Varsity sport games, ROTC, medically documented events and family deaths – are the **ONLY** instances where there is an exception to the Attendance Policy. All exceptions must be authenticated by submission of a written note:
 - i. Coach's letter (on CUA letterhead) to faculty
 - ii. ROTC instructor letter (on appropriate letterhead) to faculty
 - iii. Health care provider note with readable, valid address and certificate of illness (dates included) must be provided prior to taking the makeup examination
 - iv. Letter of attestation or death notice from student regarding family death
 - v. Students must provide these documents to the clinical instructor
 - vi. If hospitalized, a student needs to submit certificate of Clinical Readiness prior to returning to the clinical area
 - vii. All clinical hours need to be made up using the scheduled clinical make up days.
3. All clinical requirements need to be handed in by stated deadlines. If this is not done, the student may not attend clinical, will receive an Academic Warning and will need to make up the clinical hours. Such circumstances will be counted as one clinical absence for each course.
4. Under no circumstance should students plan trips or other engagements prior to or immediately following scheduled holidays or breaks. Students are expected to be in attendance unless there is an official CUA holiday or recess.
5. In accordance with professional behavior, it is expected that all students will arrive to clinical on time. Students should place all cell phones and other hand held devices on silent and place them in their pocket or purse. Students must notify their clinical faculty if they are expecting an emergency phone call and need their phone accessible. Use of phones in patient care areas will result in an Academic Warning and possible clinical failure.

HIPAA Adherence

All students are expected to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as applied to clinical education.

Failure to adhere to these expectations may result in immediate removal from a clinical setting and additional academic sanctions, including course failure and dismissal.

Specifically, it is expected that all students in the SON complete on HIPAA prior to participating in clinical practica or rotations. HIPAA training is provided in class, with web supports suggested at that time. The CUA HIPAA policies are noted at <http://counsel.cua.edu/hipaa/publications/index.cfm>.

Students are expected to maintain the privacy of individually identifiable health information (IIHI).

Student Responsibilities

Communications

All students are required to check their email at least once a day. Students also must be cognizant of checking their "junk" mail, and always using their CardinalMail email address for correspondence. Faculty will not respond to personal email, since Cardinalmail is the official portal for student-faculty communications. Students are advised to allow 48-72 business day hours for email responses, absent a medical or serious family emergency.

Electronic communications and HIPAA rules

Nursing students may not post any material that could potentially violate patient confidentiality or professional behavior guidelines on social media sites. Although Blackboard and other online tools used in a nursing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions. Students may be subject to disciplinary action by the school and the clinical agency for comments that are either unprofessional or violate patient privacy.

HIPAA regulations apply to comments made on social networking sites and Blackboard or other online tools, and violators are subject to the same prosecution as with other HIPAA violations.

Guidelines:

1. Social media includes but are not limited to blogs, podcasts, discussion forums, online collaborative information and publishing systems that are accessible to internal and external audiences (e.g., Wikis) through RSS feeds, video sharing, and social networks like, Twitter, Facebook, Instagram, and Snapchat.
2. Postings on social networking sites are subject to the same professional standards as any other personal interactions. The permanence, worldwide access, and written and visual nature of these postings make them even more subject to scrutiny than most other forms of communication.
3. Restricted postings include but are not limited to protected health information – individually identifiable information (oral, written, or electronic) about a patient's physical or mental health, the receipt of health care, or payment for that care.
4. Online postings or discussions of specific patients should be avoided, even if all identifying information is excluded. It is possible that someone could recognize the patient to which you are referring based on the context. Remember, if you would not want YOUR own health information being posted to the Internet, do not post that of anyone else.
5. Under no circumstances should photos or videos of patients or photos depicting the body parts of patients be taken or displayed online.
6. Statements made by you within online networks will be treated as if you verbally made the statement in a public place.

Transportation to Agencies: The student is expected to assume responsibility for transportation in connection with the clinical practice, community health practice and field trips. Public transportation is often available at these sites. Those students who require a clinical experience with public transportation access should notify the clinical coordinator one full semester in advance of beginning a clinical course.

Insurance: All students in clinical programs are required to carry malpractice insurance, which is covered under their student enrollment fees. This insurance applies only to clinical practice while the student is enrolled in University courses. It does not cover students involved in personal employment. (See Fees and Expenses in the General Information section of the current Undergraduate Student Announcements, available on-line at <http://announcements.cua.edu>).

Documentation: The student is required to submit School of Nursing documentation prior to admission and entering clinical coursework.

Courses Offered

A full listing of undergraduate courses offered by the School of Nursing can be found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

NURS	102TR	Accelerated BSN Transfer Credits
NURS	151	Introduction to Health Systems and Professions
NURS	152	Entrance Nursing Exam Assessment (Undergraduate)
NURS	254A	Health and Wellness Across the Life Span
NURS	256	Population Health
NURS	257	Nutrition and Health
NURS	258	Health Assessment
NURS	258	Health Assessment
NURS	275C	Adults in Health and Illness - Clinical I
NURS	275L	Adults in Health and Illness - Lecture
NURS	309	Fundamental Applications
NURS	309	Fundamental Applications
NURS	310	Pharmacology
NURS	370	Community and Environmental Nursing
NURS	373	Community Health Nursing Lecture
NURS	374	Community Health Nursing Clinical
NURS	375	Mental Health Nursing Lecture
NURS	376C	Adults in Health and Illness II Clinical
NURS	376L	Adults in Health and Illness II Lecture

NURS	377	Mental Health/Psych Clinical
NURS	378	Evidence-Based Care - Health Informatics
NURS	403	Introduction to Nursing Research
NURS	420	Child and Adolescent Health and Illness Lecture
NURS	421	Child and Adolescent Health and Illness: Clinical applications
NURS	423	Women in Health and Illness Lecture
NURS	424	Management of Health Care Delivery
NURS	426	Medical Surgical Leadership
NURS	427	Transition into Professional Nursing
NURS	428	Women in Health and Illness: Clinical Applications
NURS	430C	Adults in Health and Illness III-Clinical
NURS	430L	Adults in Health & Illness III-Lecture
NURS	469	Spirituality and Care of the Sick
NURS	479	Adults and Health and Illness
NURS	479	Adults and Health and Illness
NURS	480	Strategies for Professional Practice
NURS	481A	Nursing Practicum
NURS	493A	Guided Study in Nursing
NURS	493B	Guided Study in Nursing
NURS	493C	Guided Study in Nursing
NURS	493D	Guided Study in Nursing
NURS	493E	Guided Study in Nursing
NURS	493F	Guided Study in Nursing
NURS	493G	Guided Study in Nursing
NURS	493H	Guided Study in Nursing
NURS	499G	Global Health Summer Clinical - Undergraduate
NURS	499GC	Global Health Summer Clinical - Undergraduate
NURS	499TR	Transfer of Credit
NURX	212	Challenge Examination: Basic Nursing Skills
NURX	214	Challenge Exam: Nutrition
SNUR	101	Nursing Summer Cultural Enrichment Program